

	Stuff or Elements Matter (<i>Knowledge</i>)	Relationship & Environment Water & Atmosphere (<i>Comprehension</i>)	Foundation & Structure Land & plants (<i>Application</i>)
Theme or Characteristics	Identification of "stuff"	Understand context	Do & build
Student Activity	Identify/Experience Performing	Explore/Contextualize Performing	Build skills/ Practice Performing
<p>*Time- (when)duration and speed of movement, rhythms, metric or non-metric</p> <p>Space- (Where) place that movement occupies in space, i.e. level, direction, path, planes; design of the body in space (shape).</p> <p>Energy- (How) the amount of force with which a movement is performed or the qualities of motion with are percussive, sustained, swinging, vibratory, rebounding, exploding, suspending, and collapsing.</p> <p>Choreograph- create dances</p>	<p>Experience. What are the elements of dance? Identify and Experience (see terminology handout) What will the students identify and explore in today's lesson?</p> <p>Body</p> <p>Time- Experience/Identify Tempo- fast, medium, slow, still</p> <p>Space- Experience/Identify Shape- curved, straight- angular-</p> <p>Energy-</p> <p>Ideas from: literature, stories, poems, pictures, games, fabric, objects, sounds, curriculum ,etc.</p>	<p>Explore.</p> <p>How do we explore and contextualize (find the relationships) between and with the elements?</p> <p>Guided exploration –</p> <p>a. create shapes (curved, straight, angular)</p> <p>b. move to the time of fast, medium, slow and still</p>	<p>Practice.</p> <p>How do we begin to build skills? Practice each skill to be used and combine into a sequencing of movement.</p> <p>Practice- shapes and time</p>

Systems - Cause & Effect Sun, moon, stars (<i>Analysis</i>)	Expansion-Higher & Deeper Life in water & air (<i>Syntheses</i>)	Mastery and Service Life on Land (<i>Evaluation</i>)	
Governing orders <i>Recognize systems and analyze the cause and affect phenomena all around us.</i>	Expand higher & deeper <i>Synthesize & expand knowledge through research, creativity, design and development.</i>	Show what you know <i>Evaluate what has been learned to be able to really use it in a positive way.</i>	
Analyze/Connect Inter-Connecting	Construct/Produce Creating	Perform/Present/Teach Perform/Respond	
Integrate. Using improvisation students can use one element or many elements/ideas to integrate in unique ways noticing how the changes expand the original concept. Students begin to make personal movement choices. This can happen in many ways (e.g. response, alteration of sequence order, alteration/manipulation of the elements, connections to curriculum, music, group work, cultures, etc). This will have more or less complexity according to grade level.	Create. How do we create a dance from the skills explored, practiced, and sequenced? Ask the students to go deeper using the elements presented. Movement choices become clearly defined and set. The dance can be repeated. (This will be expected to have more or less accuracy depending upon grade level)	Perform/Assess/Evaluate. Students are given the opportunity to perform for peers followed by a perceive and reflect session: What did you see? What did you like? Why? What would you do different?	